

Virginia State Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations based on PreK-12 School Needs (8VAC20-542-40.7.a)
Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: George Mason University

Contact Person: Jennifer McCreddie/Joan P. Isenberg

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Reporting Date: August 2008

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1.	Early Childhood Education Program and Fairfax County Public Schools	The Early Childhood Education program and FCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. FCPS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students engaged in internships and field experiences provide additional support within the classroom and in the school. ECE students teach intersession classes at modified year-round schools.	Fairfax County Public Schools Personnel	No
2.	Early Childhood Education Program and Alexandria City Public Schools	The Early Childhood Education program and ACPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. ACPS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students engaged in internships and field experiences provide additional support within the classroom and in the school.	Alexandria City Public Schools Personnel	No
3.	Early Childhood Education Program and Arlington County Public Schools	The Early Childhood Education program and APS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. APS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students engaged in internships and field experiences provide additional support within the classroom and in the school.	Arlington County Public Schools Personnel	No
4.	Early Childhood Education Program and Prince William County Public Schools	The Early Childhood Education program and PWCS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework. PWCS teachers teach as adjuncts in the ECE program and serve in an advisory capacity for the program.	The students engaged in internships and field experiences provide additional support within the classroom and in the school.	Prince William County Public Schools Personnel	No
5.	Early Childhood Education Program and Loudoun County Public Schools	The Early Childhood Education program and LCPS have formed a partnership that enables students to participate in the internships required for licensure and in field experiences required for their coursework.	The students engaged in internships and field experiences provide additional support within the classroom and in the school.	Loudoun County Public Schools Personnel	No
6.	Early Childhood Education Program and District of Columbia Public Schools	The Early Childhood Education program at George Mason University and DC Public Schools formed a partnership to provide DC teachers with an opportunity to pursue a Master of Education in Early Childhood Special Education.	The Master of Education program provided by ECE enabled teachers to develop the knowledge and skills needed to effectively work with diverse young children with disabilities and their families.	District of Columbia teachers employed by DC Public Schools	Yes

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7.	Early Childhood Education Program and Teach for America	The Early Childhood Education program at George Mason University and Teach for America (TFA) have formed a partnership to provide TFA teachers with an opportunity to pursue a Master of Education in Curriculum and Instruction with a concentration in early childhood education leading to pre-K through 3rd grade certification.	The TFA teachers are employed teachers who are provisionally licensed. The Master of Education program provided by ECE enables teachers to develop the knowledge and skills needed to teach effectively and enables them to become licensed teachers.	Teach for America teachers employed in the District of Columbia Public Schools, District of Columbia Charter Schools, and Prince George's County Public Schools	Yes
8.	Early Childhood Education Program and Infant/Toddler Connection of Fairfax/Falls Church	The Early Childhood Education program and the Infant/Toddler Connection of Fairfax/Falls Church have formed a partnership that enables students to participate in the internships required for licensure and field experiences required for their coursework.	The students engaged in internships and field experiences provide additional support within the classroom and in the school.	The Infant/Toddler Connection of Fairfax/Falls Church	No
9.	Professional Development School Network - Fairfax County Public Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Annandale Terrace ES, Kings Park ES, Parklawn ES, Providence ES, Westlawn ES, Lynnebrook ES, Colin Powell ES, and Hunters Woods ES	Yes
10.	Professional Development School Network - Arlington Public Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Randolph Elementary School	Yes
11.	Professional Development School Network - Prince William County Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Old Bridge Elementary School and Occoquan Elementary School	Yes
12.	Professional Development School Network - Loudoun County Public Schools	Students doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns.	Cool Spring ES, Dominion Trail ES, and Sugarland ES	No

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13.	Professional Development School Network - Fairfax County Public Schools	Interns doing full-year internships and interns doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with school-based faculty.	Clinical faculty receive high level training and schools have highly trained interns. Faculty lead teachers in action research.	Annandale Terrace ES, Kings Park ES, Parklawn ES, Providence ES, Westlawn ES, Lynnebrook ES, Colin Powell ES, and Hunters Woods ES	Yes
14.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Information	GMU entered into a collaboration with the University of Virginia (UVA) and Virginia Commonwealth University (VCU) to list courses for the Math Specialist Leader program on a common website maintained by UVA. Individuals interested in taking math specialist courses can access this information from the website and select from among the courses offered at one of several institutions.	Provides access to mathematics specialist courses for teachers at various university locations in Virginia.	UVA, VCU, GMU	Yes
15.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Revision/Approval	GMU entered into a collaboration with the University of Virginia (UVA) and Virginia Commonwealth University (VCU) to develop common courses across institutions to be offered at our respective Math Specialist Leader master's degree programs. Courses across institutions were developed, revised, and are approved for transfer among these programs.	Allows teachers in Virginia to transfer mathematics specialist courses across institutions when they relocate within the state.	UVA, VCU, GMU	Yes
16.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Fairfax County Public Schools Cohort	GMU entered into a collaboration with the Fairfax County Public Schools to offer a cohort of the Math Specialist Leader program at an FCPS school site from 2007-2010. Thirty FCPS teachers entered the program in Fall 2007.	Fairfax County Public Schools needs to strengthen mathematics teaching and learning experiences for K-8 teachers and students. This collaboration trains 30 FCPS teachers as school-based mathematics specialists.	GMU, FCPS	No
17.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Prince William County Public Schools Cohort	GMU entered into a collaboration with the Prince William County Public Schools to offer a cohort of the Math Specialist Leader program at a PWC school site from 2008-2011. Twenty-five PWC teachers will begin the program in Fall 2008.	Prince William County Schools needs to strengthen mathematics teaching and learning experiences for K-8 teachers and students. This collaboration trains 25 PWC teachers as school-based mathematics specialists.	GMU, PWC	No

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18.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a 6-credit seminar and practicum in which they tutor a child or adolescent struggling in reading	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	Manassas City Schools	No
19.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a 6-credit seminar and practicum in which they tutor a child or adolescent struggling in reading	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	Manassas Park City Schools	No
20.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure	All students take a 6-credit seminar and practicum in which they tutor a child or adolescent struggling in reading	Children and adolescents often have literacy needs that can be addressed by individual diagnosis and remediation that cannot be provided in the local school. These partnerships provide tutoring after school and in the summer (not during school hours).	Woodburn Elementary, Fairfax County Public Schools, VA	No
21.	School Counseling Leadership Team (SCLT)	The SCLT is a collaboration between counselor educators, school district supervisors, and state level professional school counseling leaders. The SCLT identifies best practices and provides professional development and advocates for issues pertaining to school counseling programs in Virginia.	The SCLT supports school counselors in their development of comprehensive school counseling programs that align with the mission of schools and assure that all students are provided with the resources needed to help all students achieve. The SCLT also advocates for school counseling positions and has supported state initiatives.	GMU C&D Faculty Marymount, Va Tech, and GW Counselor Educators Fairfax, Loudoun, Prince William, Falls Church, and Arlington County Public School Counselor Supervisors, State-level School Counseling Leadership	No
22.	The School Reintegration Committee	The School Reintegration Committee developed and delivers training for school counselors, school social workers, and public health nurses in Fairfax County Public Schools. To date more than 500 FCPS staff have been trained.	Twenty percent of school age children have a chronic illness and seven percent have a chronic illness that impacts learning and psychosocial development. This population is absent more often and requires school support. Increasing programs and services and educating school personnel to the needs of this population is the goal of training.	GMU C&D Faculty Fairfax Public School Counseling Specialist, Public Health School Coordinator, and School Social Work Coordinator, & School Counselors	No

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23.	Arlington/Alexandria Coalition for Homeless/Career Counseling Outreach Program (CAACH)	Students provide supervised traditional and non-traditional career counseling services to underserved populations in the community.	Career education is a Pre K-12 standard of learning, and providing career counseling services is a component of all school counseling programs. School counseling students receive training by providing career education and counseling to homeless families.	GMU C&D faculty CAACH Counselors	No
24.	School Psychology Internship: Fairfax County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1200 clock hours.	Training of school psychologists	Fairfax County Public Schools	No
25.	School Psychology Internship: Arlington County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1200 clock hours.	Training of school psychologists	Arlington Public Schools	Yes
26.	School Psychology Internship: Loudoun County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of hours supervised practicum hours). It takes place during the academic year and totals approximately 1200 clock hours.	Training of school psychologists	Loudoun County Public Schools	no
27.	School Psychology Internship: Prince William County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1200 clock hours.	Training of school psychologists	Prince William County Public Schools	No
28.	School Psychology Internship: Alexandria County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1200 clock hours.	Training of school psychologists	Alexandria City Public Schools	No

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29.	School Psychology Internship: Falls Church Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1200 clock hours.	Training of school psychologists	Falls Church Public Schools	No
30.	School Psychology Internship: Manassas City Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1200 clock hours.	Training of school psychologists	Manassas City Schools	No
31.	School Psychology Internship: Frederick County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1200 clock hours.	Training of school psychologists	Frederick County Public Schools	No
32.	School Psychology Internship: Montgomery County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1200 clock hours.	Training of school psychologists	Montgomery County Public Schools	No
33.	School Psychology Internship: Anne Arundel County Public Schools	Internship of the School Psychology Masters and Certificate of Advanced Study Program at the end of the formal training period (after completion of at least 45 credit hours and a minimum of 200 supervised practicum hours). It takes place during the academic year and totals approximately 1200 clock hours.	Training of school psychologists	Anne Arundel County Public Schools	No
34.	Foreign Language: Multiple Intelligences	Working with Fairfax County Public Schools to co-host "Liven Up Teaching Arabic and Chinese through the Theory of Multiple Intelligences (MI)". The two- week Summer 2008 institute focuses on MI theory and how varied approaches can be applied to language learning in order to enhance teacher expertise and student performance.	This institute provides opportunities to help fill the void in the paucity of both Arabic and Chinese teachers in the Metro area. In-service as well as pre-service teachers are given practical applications of theory-to-practice while working with students attending the FCPS children's summer language camps held at GMU.	Fairfax County Public Schools	Yes

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35.	Elementary Art Methods Practicum	As part of AVT 691, the elementary practicum assignment focuses on observation, participation and evaluation of the practice of art instruction. MAT students are paired with exemplary elementary art teachers and their students to attend essential dimensions of art teaching and learning.	The need for well-prepared art teachers to observe contemporary art education practice resulting in high quality student art work in area elementary schools.	Fairfax County Public Schools	No
36.	Secondary Art Methods Practicum	As part of AVT 692, the secondary practicum assignment focuses on observation, participation and evaluation of the practice of art instruction. MAT students are paired with exemplary middle and high school art teachers and their students to attend essential dimensions of art teaching and learning.	The need for well-prepared art teachers to observe contemporary art education practice resulting in high quality student art work in area middle and high schools.	Fairfax County Public Schools	No
37.	Student Teaching Internship	In AVT 695, MAT students teach in the elementary and secondary schools under direct supervision of cooperating teachers. Cooperating teachers guide the students' gradual assumption of the full time responsibilities in their role as art teachers. University supervisors make periodic site visits to observe and critique each student's progress.	Working under the guidance of exemplary art teachers in area elementary and secondary schools, MAT student teachers pilot original, standard-based art units. The resulting high quality student art work is exhibited at the Art of Teaching Art Showcase, celebrating student artists, their families and cooperating art teachers.	Fairfax County and Prince William County Public Schools	No
38.	AVT 396 School Observations	By visiting the art rooms of diverse area schools, pre-service art teachers will become familiar with art teaching while discovering a variety of ways art is taught and evaluated to meet the multiple educational needs of today's students. Students develop observation skills and analytical abilities to interpret and evaluate instructional practices.	The need for potential art teachers to observe contemporary art education practices, resulting in high quality student art work in area elementary, middle and high schools.	Fairfax County Public Schools	No
39.	Artful Adventures at DC Art Museums	Pre-service students actively explore a selected DC art museum to collaboratively design, implement and evaluate object-specific family tours on the first weekend in March. After which they are engaged in researching an art object in order to create an instructional resource and an object-inspired artwork, that are shared with the institution.	The need for well prepared art teachers to engage area parents and children in meaningful art learning with original art objects in museum settings http://gazette.gmu.edu/articles/8075/ http://gazette.gmu.edu/articles/11712	Kreeger Museum, Phillips Collection. National Museum of Women in the Arts	No

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40.	George Mason University Dance Department Partnership with Woodbridge High School Center for the Arts Dance Program	The partnership is intended to prepare both undergraduate dance majors at George Mason for the challenges of teaching in a high school magnet dance program, and high school dancers for the rigors of a selective undergraduate dance degree program. Mason dance majors and faculty observe and teach master classes at Woodbridge, and Woodbridge dancers (grades 9 - 12) visit Mason to observe classes, attend workshops and see performances.	The partnership provides grade 9-12 dancers opportunities to investigate and experience dance as an art form in a broader perspective than is available in the secondary school or in popular culture. Woodbridge dancers participate in university production workshops, learn audition skills from university faculty, discuss technique training with dance majors, and investigate career opportunities with Mason dance alumni. The goal is for Woodbridge dancers to develop individual goals and interests in the dance discipline, and understand pathways to achieving those goals.	George Mason University Dance Department and Woodbridge High School Center for the Arts Dance Program	No
41.	English as a Second Language: Language Assessment Partnership	School-university partnership with Fairfax Co. Public Schools in Language Assessment since 1992. This long-term, annually renewing partnership has as its goal to improve the validity and reliability of assessments used to measure the language growth of over 19,000 students in the English as a second language program.	Fairfax Co. Public Schools needs to improve the reliability and validity of its language assessment procedures and measures in order to provide accurate information on student growth in the English language.	English as a Second Language Program, Fairfax County Public Schools, VA	Yes
42.	Health and Physical Education Student Teaching Internships	Purpose is to meet teacher candidate needs for a prolonged and full day experience in schools at the elementary and secondary levels while learning from a high quality cooperating teacher.	Programs need knowledgeable and energetic pre-service teachers committed to learning to teach students. Internships prepare future teachers to meet needs of the states' youth	Fairfax, Loudoun, and Prince William County Public Schools	No
43.	Physical Education Field Experiences in schools	Offers the opportunity for junior and senior level students to shadow a master teacher and teach classes unassisted in elementary, secondary and adapted PE settings.	Learners experience a visiting teacher who quickly becomes part of the class and communicates positively with students. The focus is on developing management skills, instructional strategies and increasing academic learning time.	Fairfax County Public Schools	No
44.	Health Education Field Experience	Pre-service teachers experience for the first time teaching health education in a seated classroom within a middle school setting.	Learners experience well developed and innovative lessons presented by pre-service teachers eager to share their health education knowledge in a positive learning environment.	Fairfax County Public Schools	No

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45.	Collaborative Research	Project: Block scheduling in physical education as perceived by high school students. Project: Conducting a time analysis to determine time use by physical education teachers in high school.	Increase teacher awareness of their use of time for management, instruction and physical activity with the purpose of increasing activity time while reducing management and instruction time as appropriate.	Fairfax County Public Schools	No
46.	Collaboration with In-Service Professional Development	PETE Faculty serve as presenters at Fairfax County Physical Education Teacher In-service opportunities	Assist teachers in emphasizing student knowledge about why they perform and studying physical fitness activities.	Fairfax County Public Schools	No
47.	Public school teachers who are employed in the Physical Education program to instruct pre-service teachers	High quality public school teachers collaborate with PETE faculty regarding content of courses and bring their experience and background to our students who become better prepared to teach youth in schools.	Public school teachers are critical links who enable our students to better understand children and youth through examples, stories and sound pedagogical applications.	Fairfax County Public Schools	No
48.	On-line course in health education	Online course developed for and offered to health/physical education teachers on provisional license. The course was designed to meet the health methods course requirement for licensure.	The Commonwealth of Virginia requires teacher licensure in health and physical education. This graduate-level course requires teachers to assess and analyze their school health program and provides resources for teaching K-12 health.	Fairfax, Loudoun, and Prince William County Public Schools	No
49.	Student Teaching in Music Education - Instrumental	The Music Education program and Arlington Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. APS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Arlington Public Schools	No
50.	Student Teaching in Music Education - Instrumental	The Music Education program and Fairfax County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. FCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Fairfax County Public Schools	No

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51.	Student Teaching in Music Education - Instrumental	The Music Education program and Loudoun County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. LCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Loudoun County Public Schools	No
52.	Student Teaching in Music Education - Instrumental	The Music Education program and Loudoun County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. PW teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Prince William County Public Schools	No
53.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and APS have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. APS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Arlington Public Schools	No
54.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Fairfax County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. FCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Fairfax County Public Schools	No
55.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Loudoun County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. LCPS teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Loudoun County Public Schools	No
56.	Student Teaching in Music Education - Vocal/Choral	The Music Education program and Loudoun County Public Schools have formed a partnership that enables students to participate in student teaching as required for licensure and in field experiences required for their coursework. PW teachers serve as advisors, guest speakers, and clinicians for the program.	The students engaged in student teaching and field experiences provide additional support within the classroom and in the school. The program helps to meet the need for well prepared music teachers.	Prince William County Public Schools	No

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57.	Honor Band	The College of Visual and Performing Arts Music Education Program annually hosts a band festival for students from throughout the Commonwealth of Virginia and the Metropolitan Washington area.	High school students participate in a three-day festival of rehearsals and a culminating concert in the George Mason University Center for the Arts.	High schools throughout Virginia and the Metropolitan Washington area.	No
58.	Secondary Professional Development Schools Network - Fairfax County Public Schools	Students doing semester-long internships are placed in selected schools with trained clinical faculty acting as cooperating teachers. University faculty assigned to each school supervise interns and work with site-based faculty.	Clinical faculty receive high level training and schools have highly trained interns.	Robinson Secondary School and South Lakes High School	Yes
59.	Child Find (T-TAC): Alexandria City Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Alexandria City Public Schools	No
60.	Child Find (T-TAC): Arlington Public Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Arlington Public Schools	No
61.	Child Find (T-TAC): Fairfax County Public Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Jackie Martin 5101 Lorton Road, Lorton VA 22079	No

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62.	Child Find (T-TAC): Fauquier County Public Schools (Child Find) (T-TAC)	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Sherry Leddy 430 E. Shirley Ave. Suite B-2 Warrenton, VA 20187	No
63.	Early Childhood Priority Project (T-TAC): Higher Horizons Head Start	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Fairfax County Public Schools	Yes
64.	Early Childhood Priority Project (T-TAC): Gum Springs Head Start	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Fairfax County Public Schools	Yes
65.	Early Childhood Priority Project (T-TAC): Falls Church City	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Falls Church Public Schools	Yes

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66.	Child Find (T-TAC): Manassas City	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Manassas City Schools	No
67.	Child Find (T-TAC): Manassas Park City	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Manassas Park City Schools	No
68.	Child Find (T-TAC): Prince William County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Community of practice where coordinators collaborate in groups to discuss common issues in the region.	Prince William County Public Schools	No
69.	Early Childhood Priority Project (T-TAC): Frederick County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Frederick County Public Schools	Yes

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70.	Early Childhood Priority Project (T-TAC): Page County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Page County Public Schools	Yes
71.	T-TAC: Berryville Elementary	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Berryville Elementary School	Yes
72.	Early Childhood Priority Project (T-TAC): Shenandoah County	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Shenandoah County Public Schools	Yes
73.	Early Childhood Priority Project (T-TAC): Winchester City Schools	The Early Childhood Priority Project supports professionals who provide special education and general education services to children, birth through kindergarten age, in a variety of settings. A specific goal of this project is to increase inclusive opportunities for children with developmental disabilities by promoting evidence-based educational strategies and collective partnerships.	Inclusive Placement Options for Preschoolers (IPOP), promoting the new standards for early childhood in literacy, mathematics, social studies, science, personal and social development, and physical and motor development through Virginia's Foundation Blocks for Early Learning.	Winchester City Public Schools	Yes

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74.	Academic Review (T-TAC): Gunston Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Gunston Middle School	Yes
75.	Academic Review (T-TAC): Kenmore Middle	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Kenmore Middle School	Yes
76.	Academic Review (T-TAC): Culpeper Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Culpeper Middle School	Yes

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77.	Academic Review (T-TAC): W.C Taylor Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	W. C. Taylor Middle School	Yes
78.	Academic Review (T-TAC): Godwin Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Godwin Middle School	Yes
79.	Academic Review (T-TAC): George Washington MS (Alexandria City)	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Alexandria City Public Schools	Yes

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80.	Academic Review (T-TAC): Francis Hammond (Alexandria City)	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Alexandria City Public Schools	Yes
81.	Special Education Outreach: Loudoun County (Outreach Cohort)	Cohort Program to deliver ED/LD licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Loudoun County Public Schools	No
82.	Special Education Outreach: Frederick County (Outreach Cohort)	Cohort Program to deliver ED/LD licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Frederick County Public Schools	No
83.	Special Education Outreach: Piedmont (Orange, Culpeper and Madison County) (Outreach Cohort)	Cohort Program to deliver ED/LD licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Piedmont (Orange, Culpeper and Madison County)	No
84.	Special Education Outreach: Virginia Association of Independent Special Education Facilities (VAISEF) (Outreach Cohort)	Cohort Program to deliver ED/LD licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Virginia Association of Independent Special Education Facilities (VAISEF) (Outreach Cohort)	No

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85.	Special Education Outreach: Teach for America (Outreach Cohort)	Cohort Program to deliver ED/LD licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Special Education Outreach: Teach for America (Outreach Cohort)	No
86.	Special Education Outreach: Fairfax County (Outreach Cohort)	Cohort Program to deliver ED/LD licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Fairfax County	No
87.	Special Education Outreach: Prince William County (Outreach Cohort)	Cohort Program to deliver ED/LD licensure and M.Ed. programs to school divisions in Superintendent's Region 4 and the Teach for America D.C. Program	This program is designed to meet a school division's need to hire and retain qualified teachers for students with disabilities. It allows teachers with provisional licenses to meet state licensing requirements within mandated time frames.	Prince William County	No
88.	Instructional Support Team (T-TAC): Halley Elementary School	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; fewer students found eligible for special education services.	Halley Elementary School	Yes
89.	Instructional Support Team (T-TAC): Westlawn Elementary School	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; fewer students found eligible for special education services.	Westlawn Elementary School	Yes

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90.	Instructional Support Team (T-TAC): Canterbury Woods	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; fewer students found eligible for special education services.	Canterbury Woods	Yes
91.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Alexandria City Schools	No
92.	T-TAC: Arlington Archdiocese	Professional development	Two workshops on evidence based best practice instructional and behavioral support strategies for students with ASD, K-12.	St. Leo the Great, St. Ann School, GMU T-TAC	Yes
93.	NOVAS (T-TAC): Northern Virginia Autism Support Team	Community of Practice that meets bi-monthly to share resources, training and strategies information regarding Autism Spectrum Disorders.	Review and discuss evidence-based best practice interventions and strategies for the education of students with ASD, pre K -12.	Alexandria, Arlington, Fairfax, Fauquier, Fairfax, GMU T-TAC	No
94.	The Secondary Transition Activities Priority Project (T-TAC): Arlington County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program, self determination, secondary data collection, regional projects, transition matrix/college guide, state transition events.	The goal is to improve self determination skills (self advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities. Future Quest.	Arlington County (The Secondary Transition Activities Priority Project) (T-TAC)	Yes

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Reporting Date: August 2008

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement - Is there a written agreement with the partners and collaborators? Yes or No?
95.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Arlington County	No
96.	T-TAC: Clarke County	Professional development	Three workshops on ASOL instruction for students with significant cognitive disabilities: communication, literacy, and teaching thematically.	Clarke County	Yes
97.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Clark County	Yes
98.	Effective Schoolwide Discipline Cohort 1 (T-TAC): Floyd T. Binns Middle	The Effective Schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); submit evaluation which is designed to measure the impact of the model on identified areas of concern. Cohort 1, with 15 participating schools,	Floyd T. Binns Middle	Yes

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99.	T-TAC: Culpeper	Virginia Department of Education Train-the-Trainer Autism Team.	Build capacity within LEA by implementing staff development training and consultative services for professionals involved in the education of students with ASD.	Culpeper, GMU T-TAC, Autism Priority Project	Yes
100.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Fairfax County	No
101.	T-TAC: Glasgow Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Glasgow Middle School	Yes
102.	T-TAC: Homes Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Homes Middle School	Yes

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103.	T-TAC: Fairfax	Professional development	Division-wide training on social skills instruction for students pre-K -12 with ASD.	Fairfax	Yes
104.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share of AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT Events including Workshop, Training, and Conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one of ways to find a solution to support the needs of students with disabilities as trials of AT devices and software.	Falls Church	No
105.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Fauquier County Public Schools	No
106.	ESD (T-TAC): Cedar Lee Middle	The Effective Schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); submit evaluation which is designed to measure the impact of the model on identified areas of concern.	Cedar Lee Middle	Yes

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107.	The Secondary Transition Activities Priority Project (T-TAC): Fauquier County Public Schools	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program, self determination, secondary data collection, regional projects, transition matrix/college guide, state transition events	The goal is to improve self determination skills (self advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities. Future Quest.	Fauquier County Public Schools	Yes
108.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Frederick County Public Schools	Yes
109.	Instructional Support Team (T-TAC): Apple Pie Ridge Elementary	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; fewer students found eligible for special education services.	Apple Pie Ridge Elementary	Yes
110.	The Secondary Transition Priority Project (T-TAC): Frederick County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program, self determination, secondary data collection, regional projects, transition matrix/college guide, state transition events	The goal is to improve self determination skills (self advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities. Future Quest.	Frederick County Public Schools	Yes

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111.	T-TAC: Frederick County	Professional development	Workshop on evidence based best inclusive practices for students with disabilities, K-6.	Frederick County Public Schools	Yes
112.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Loudoun County Public Schools	Yes
113.	T-TAC: North Spring Behavioral Health	North Spring Behavioral Healthcare is a residential and private psychiatric center, which provides therapeutic, behavioral, and educational residential programs for students, ages 9-18. T/TAC has a Long Term Technical Assistance (LTTA) for the 2007-2008 school year, to provide a series of professional development workshops, which have focused on the following:	<ul style="list-style-type: none"> • Marzano's 9 most Effective Instructional Strategies • Strategies to Increase Literacy and Learning in Content Areas • The Writing Process • Mathematics Instruction • Effective Assessment Strategies, Formative & Summative 	North Spring Behavioral Health	Yes
114.	T-TAC: Metz Middle School	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Metz Middle School	Yes

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115.	T-TAC: Locust Grove Middle	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Locust Grove Middle	Yes
116.	T-TAC: Prospect Heights Middle	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Prospect Heights Middle	Yes
117.	T-TAC: Orange Elementary	Academic Review-The Virginia Department of Education (VDOE) Academic Review and Instructional Review Teams are designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus is on improvement in the systems, processes, and practices that are implemented at the school level. The overall goal is academic success for all students.	Implementation of curriculum aligned with the Standards of Learning; use of time and school scheduling practices that maximize instruction; use of data to make instructional and planning decisions; design of ongoing, school-based program of professional development; implementation of school improvement plan addressing identified areas of weakness; implementation of research-based instructional interventions for schools warned in English or Mathematics.	Orange Elementary	Yes

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118.	The Secondary Transition Activates Priority Project (T-TAC): Page County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program, self determination, secondary data collection, regional projects, transition matrix/college guide, state transition events	The goal is to improve self determination skills (self advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities. Future Quest.	Page County	Yes
119.	T-TAC: Prince William	Professional development	Four workshops on evidence based best practice strategies for the education of students with ASD: overview, communication/social, sensory/behavior, data collection.	Prince William County schools, GMU T-TAC	Yes
120.	Effective Schoolwide Discipline Cohorts 1 and 2 (T-TAC): Prince William Schools	The Effective Schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); submit evaluation which is designed to measure the impact of the model on identified areas of concern. Cohort 1, with 15 participating schools.	ESD project in PW is with Beville Middle, Potomac High, Bull Run Middle, Graham Park Middle, Parkside Middle, Saunders Middle, Woodbridge Middle, Dale City, Penn Elem, Yorkshire Elem, Marstellar Middle, Bel Air, Glenkirk Elem, Lake Ridge, Leesylvania Elem, King Elem, Mullen Elem, Potomac View Elem, Rosa Parks, Victory Elem.	Yes
121.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Prince William County Public Schools	Yes

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122.	VTOP (T-TAC): Rappahannock County	The Secondary Transition Activities Priority Project provides leadership, support, resources, training, and technical assistance to the VTOP program, self determination, secondary data collection, regional projects, transition matrix/college guide, state transition events	The goal is to improve self determination skills (self advocacy, problem solving, leadership skills) in youth with disabilities. Resources are developed for educators at the elementary through secondary levels. Collecting, analyzing, and disseminating data on Indicators 13 and 14, that address transition and postsecondary outcomes for Virginia's State Performance Report, are targeted activities. Future Quest.	Rappahannock County	Yes
123.	Effective Schoolwide Discipline Cohort (T-TAC): Warren County	The Effective Schoolwide Discipline (ESD) Priority Project uses a team-based process designed to address the unique needs of individual schools. School divisions must assign a division level coordinator, and interested schools need to submit a readiness packet and assign a coach, who is the point of contact for the school. School teams are required to attend a series of training events based on the phases of the positive behavioral support model. Then they are responsible for taking the model back to their school staff for training and implementation. Schools submit schoolwide data at the readiness phase, midyear and end-of-year phases of implementation.	Build the rationale and support for an ESD model; ensure the components of their model are research-based (Benchmarks of Quality); submit evaluation which is designed to measure the impact of the model on identified areas of concern. Cohort 1, with 15 participating schools,	ESD project in Warren is at E. Wilson Morrison Elem, Ressie Jefferies Elem, Warren County Middle.	Yes
124.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Shenandoah	Yes
125.	T-TAC: Warren	Virginia Department of Education Train-the-Trainer Autism Team	Build capacity within LEA by implementing staff development training and consultative services for professionals involved in the education of students with ASD	Warren, GMU T-TAC, Autism Priority Project	Yes

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126.	Instructional Support Team (T-TAC): Virginia Avenue Charlotte de Hart E.S, Winchester City Schools	The Instructional Support Team (IST) Priority Project is a general education initiative funded through special education. The goal is to enhance, improve, and increase student and staff performance. IST provides two interrelated and complementary services: student intervention and professional development. Although initially applied to elementary schools, the IST model has been implemented in middle schools.	Schools with ISTs have reported: a reduction in student retentions; a reduction in the number of student referrals for multi-disciplinary evaluations; fewer students found eligible for special education services.	Virginia Avenue Charlotte de Hart E.S, Winchester City Schools	Yes
127.	T-TAC: Arlington Department of Human Services	Professional Development	Workshop on evidence based best practices for early intervention and preschool instructional and behavioral support strategies for pre-K students with ASD.	Arlington Preschool directors/lead teachers	Yes
128.	T-TAC: Commonwealth Autism Services	Statewide training	Workshop on evidence based Ziggurat framework for parents and professionals supporting students with ASD, pre K- 12 .	Commonwealth Autism Services, GMU T-TAC	No
129.	T-TAC: Commonwealth Autism Services	Statewide training	Training by Dr. Scott Bellini on social skills instruction for students with ASD, pre-K - 12.	Commonwealth Autism Services, GMU T-TAC	Yes
130.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT events including workshop, training, and conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one way to find a solution to support the needs of students with disabilities in trials of AT devices and software.	Winchester	No

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131.	T-TAC: NOVA Assistive Technology Coordinators	NOVA AT Coordinators group has arranged to share of AT Resources and develop AT solutions for the needs of students with disabilities among regional AT Coordinators working in school districts. This group formed at the end of 2006.	The NOVA AT Coordinators blackboard site has opened to share information. AT Events including Workshop, Training, and Conference provided by T/TAC approach their needs and update AT resources. For example, T/TAC has provided 3 series of workshop concerning AT Consideration and Evaluation. T/TAC library is one of ways to find a solution to support the needs of students with disabilities as trials of AT devices and software.	Spotsylvania	No
132.	Enhancing middle-grades mathematics outcomes for all: Strengthening mathematics teaching and learning for special populations. (King-Sears)	This is a School Reform grant funded by the U.S. Department of Education (USDE) to the National Forum to Accelerate Middle-Grades Reform. There are multiple partners on this grant. Our focus is designing and implementing instructional techniques that increase learning for middle school students with diverse learning needs. The part of the grant that I am working on focuses specifically on analyzing math curriculum units, determining where the curriculum needs to be improved so that students with disabilities in math are more likely to learn it, and incorporating Universal Design for Learning (UDL) techniques into the curriculum/instruction. Dates: 8/06 to 8/09.	Schools in urban areas who are low-performing on state assessments desire assistance for increasing scores on these assessments. Our work focuses on how teachers can use Universal Design for Learning techniques to enhance instruction for all students, including students with disabilities in math.	Johns Hopkins University (JHU) Center for Social Organization of Schools in Baltimore MD & Feltonville School of Arts & Sciences (FSAS) (middle/high school) in Philadelphia PA	Yes
133.	Skill Survey for Student Teachers Working with Students with Disabilities (King-Sears)	This is a multi-year research project in which student teachers in general and special education programs are queried about their skills in working with students with disabilities during their student teaching experiences. Student teachers self-rate their skills using a Likert-scale rating system, and their respective school-based supervising/cooperating teachers and college/university supervisors also rate the student teachers. The purpose of this research is to compare participants' responses, and multiple comparisons occur, such as general education student teachers' self-ratings compared to special education student teachers' self-ratings	Beginning general and special education teachers need to graduate from teacher preparation programs that have prepared them well to teach students with disabilities. Analyzing data from student teaching personnel at the pre-service level enables teacher preparation programs to be responsive to programmatic needs so that if there are areas that need to be addressed within the teacher preparation program to better prepare general and special educators to teach students with disabilities, that can occur.	Johns Hopkins University, Marywood University, York College, University of South Florida	Yes

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Part 1: Education Programs (excluding Administration and Supervision Programs)

Name of Institution: George Mason University

Contact Person: Jennifer McCreadie/Joan P. Isenberg

Phone No.: (703) 993-4816/2037 **Fax No.:** (703) 993-2013

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Reporting Date: August 2008

Number	Education Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of PreK-12 School Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified needs of the PreK-12 community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement - Is there a written agreement with the partners and collaborators? Yes or No?
134.	Research Project - Co-Planning and Co-Teaching: Perspectives from Co-Teachers and their Administrators (King-Sears)	This research is being conducted to examine perspectives about co-teaching and co-planning from educators who co-teach and the administrators who supervise them.	Co-teaching as a service delivery method for students with disabilities is being used more frequently. However, special and general educators may not be sufficiently prepared to co-plan and co-teach. Moreover, their administrators may not know what to look for when supervising and evaluating co-teachers. In this research, we are querying co-teachers and administrators (via an online survey and follow-up interview) to determine their perspectives about, knowledge of, and skills with co-planning and co-teaching.	<ul style="list-style-type: none"> • Ms. Amanda Charest acharest@gmu.edu • Ms. Cristin Vignola cvignola@gmu.edu • Phone # for both: 703-368-2032 	Yes
135.	Feltonville School of Arts and Sciences, Philadelphia, PA	Professional development for all educators at Feltonville School of Arts and Sciences, Philadelphia, PA. December, 2007, to January, 2008	Co-planning, co-teaching, and differentiation.	Feltonville School of Arts and Sciences, Philadelphia, PA	No
136.	DC Public Schools: Coolridge High School (Jackman)	The aim of this partnership is to lead a team of school personnel through the development of comprehensive school wide behavioral management program	This partnership provides the tools for the school community to build, implement and sustain positive school wide discipline management system	DC Public Schools: Coolridge High School	Yes
137.	KIHD System Project (Graff, Behrmann, Wang, Chung)	Through a USDOE steppingstones grant a collaboration was formed to use a technology data collection tool. The technology tool, the KIHD System, enables the teachers to collect data more efficiently.	The KIHD System graphs the data automatically allowing the teacher to have more time to build new lessons and prepare materials. Additionally, since the students' data is collected and graphed in "real time" the teacher has the information needed to make evidence based decisions about the current intervention.	The Helen A. Kellar Institute of Human Disabilities and Ivymount School	Yes
138.	George Mason University - Burke School (Fairfax County Public Schools) (Margo Mastropieri)	This is a research partnership to teach expressive writing to students with serious emotional disabilities at the middle school. The research project is a subcontract with Penn State University and funded by the US Department of Education, Institute of Education Sciences.	Students in the eighth grade are required to take the writing SOL exam. The GMU research project is designed to teach students with serious emotional disabilities, a persuasive writing strategy designed to facilitate their writing in school and to generalize to performance in other classes and on the high stakes tests.	George Mason University, Burke School, Fairfax County Public Schools and Penn State University	No

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139.	Driver Education Endorsement for Local School Divisions	GMU's College of Education of Human Services (CEHD) offers two driver education endorsement courses, HEAL 402 Introduction to Driver Education and HEAL 403 Driver Education Practice and Administration, through CEHD's Office of Educational Services to local school divisions.	The school divisions offer classroom driver education and behind-the-wheel instruction to secondary level students. This requires a sufficient number of available VA DOE certified driver education instructors. Professional preparation is based on the Administrative and Curriculum Guide for Driver Education in Virginia.	Fairfax County Public Schools, Loudoun County Public Schools, and Prince William County Public Schools (Fred Milbert)	Yes
140.	Fairfax County Public Schools - Gifted Education	Marketing, recruiting, staffing; grant work	Opportunity to acquire specialized preparation in gifted education	Fairfax County Public Schools	No
141.	FAST TRAIN ESOL Endorsement Outreach Initiatives	Marketing, recruiting, staffing; grant work	Opportunity to acquire preparation in ESOL through FAST TRAIN cohort	Albemarle, Chesterfield, Frederick, Hanover, Henrico, Loudoun, and Prince William Counties; Manassas City	Yes
142.	FAST TRAIN Elementary Program Endorsement Outreach Initiatives	Marketing, recruiting, staffing; grant work	Opportunity to acquire preparation in elementary education preK-6 through FAST TRAIN cohort	Anne Arundel County, Fairfax County, Arlington Public Schools, Washington International School; Roberta Schlichter at VDOE	Yes

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Content Areas		Early/Primary Education PreK-3	Elementary Education PreK-6	Middle Education 6-8	Adult Education	Math Specialist for Elem./Middle Ed.	Reading Specialist	School Counselor PreK-12	School Psychology	School Social Worker	French	German	Spanish	Latin	Other Foreign Language	Agricultural Education	Business and Information Technology	Marketing Education	Technology Education	Family and Consumer Sciences	Visual Arts	Dance Arts	English as a Second Language	Health and Physical Education	Library Media	Music Education - Instrumental	Music Education - Vocal/Choral	Theatre Arts	Computer Science	English	History & Social Science	Mathematics	Science - Biology	Science - Chemistry	Science - Earth Science	Science - Physics	Early Childhood (Birth through Age 5)	Hearing Impairments PreK-12	Adapted Curriculum K-12	General Curriculum K-12	Speech-Language Disorders PreK-12	Visual Impairments PreK-12	Adult English as a Second Language	Driver Education	Gifted Education	Journalism	Keyboarding	Mathematics - Algebra I	Speech Communication						
13.	Professional Development School Network - Fairfax County Public Schools		X																																																				
14.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Information					*																																																	
15.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Cross Institution Course Revision/Approval					*																																																	
16.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Fairfax County Public Schools Cohort					*																																																	
17.	Mathematics Education Leadership - Math Specialist Leader (EDLE MSLR): Prince William County Public Schools Cohort					*																																																	
18.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure						X																																																
19.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure						X																																																
20.	Advanced Studies in Teaching and Learning, K-12 Reading Specialist Licensure						X																																																
21.	School Counseling Leadership Team (SCLT)							X																																															
22.	The School Reintegration Committee							X																																															
23.	Arlington/Alexandria Coalition for Homeless/Career Counseling Outreach Program (CAACH)							X																																															
24.	Fairfax County Public Schools								X																																														
25.	Arlington County Public Schools								X																																														
26.	Loudon County Public Schools								X																																														
27.	Prince William County Public Schools								X																																														

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48.	On-line course in health education																						X																											
49.	Student Teaching in Music Education - Instrumental																								X																									
50.	Student Teaching in Music Education - Instrumental																								X																									
51.	Student Teaching in Music Education - Instrumental																								X																									
52.	Student Teaching in Music Education - Instrumental																								X																									
53.	Student Teaching in Music Education - Vocal/Choral																									X																								
54.	Student Teaching in Music Education - Vocal/Choral																									X																								
55.	Student Teaching in Music Education - Vocal/Choral																									X																								
56.	Student Teaching in Music Education - Vocal/Choral																									X																								
57.	Honor Band																								X																									
58.	Secondary Professional Development Schools Network - Fairfax County Public Schools																												X	X	X	X	X	X	X	X												X		
59.	Child Find (T-TAC): Alexandria City Schools																																				X													
60.	Child Find (T-TAC): Arlington Public Schools																																				X													
61.	Child Find (T-TAC): Fairfax County Public Schools																																				X													
62.	Child Find (T-TAC): Fauquier County Public Schools (Child Find) (T-TAC)																																				X													

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63.	Early Childhood Priority Project (T-TAC): Higher Horizons Head Start																																		X														
64.	Early Childhood Priority Project (T-TAC): Gum Springs Head Start																																		X														
65.	Early Childhood Priority Project (T-TAC): Falls Church City																																		X														
66.	Child Find (T-TAC): Manassas City																																		X														
67.	Child Find (T-TAC): Manassas Park City																																		X														
68.	Child Find (T-TAC): Prince William County																																		X														
69.	Early Childhood Priority Project (T-TAC): Frederick County																																		X														
70.	Early Childhood Priority Project (T-TAC): Page County																																		X														
71.	T-TAC: Berryville Elementary																																		X														
72.	Early Childhood Priority Project (T-TAC): Shenandoah County																																		X														
73.	Early Childhood Priority Project (T-TAC): Winchester City Schools																																		X														
74.	Academic Review (T-TAC): Gunston Middle School																																			X	X												
75.	Academic Review (T-TAC): Kenmore Middle																																			X	X												
76.	Academic Review (T-TAC): Culpeper Middle School																																			X	X												
77.	Academic Review (T-TAC): W.C Taylor Middle School																																			X	X												
78.	Academic Review (T-TAC): Godwin Middle School																																			X	X												
79.	Academic Review (T-TAC): George Washington MS (Alexandria City)																																			X	X												

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80.	Academic Review (T-TAC): Francis Hammond (Alexandria City)																																					X	X										
81.	Special Education Outreach: Loudoun County (Outreach Cohort)																																					X	X										
82.	Special Education Outreach: Frederick County (Outreach Cohort)																																					X	X										
83.	Special Education Outreach: Piedmont (Orange, Culpeper and Madison County) (Outreach Cohort)																																					X	X										
84.	Special Education Outreach: Virginia Association of Independent Special Education Facilities (VAISEF) (Outreach Cohort)																																					X	X										
85.	Special Education Outreach: Teach for America (Outreach Cohort)																																					X	X										
86.	Special Education Outreach: Fairfax County (Outreach Cohort)																																					X	X										
87.	Special Education Outreach: Prince William County (Outreach Cohort)																																					X	X										
88.	Instructional Support Team (T-TAC): Halley Elementary School																																					X	X										
89.	Instructional Support Team (T-TAC): Westlawn Elementary School																																					X	X										
90.	Instructional Support Team (T-TAC): Canterbury Woods																																					X	X										
91.	T-TAC: NOVA Assistive Technology Coordinators																																					X	X										
92.	T-TAC: Arlington Archdiocese																																					X	X										
93.	NOVAS (T-TAC): Northern Virginia Autism Support Team																																					X	X										

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94.	The Secondary Transition Activities Priority Project (T-TAC): Arlington County (The Secondary Transition Activities Priority Project) (T-TAC)																																				X	X											
95.	T-TAC: NOVA Assistive Technology Coordinators																																				X	X											
96.	T-TAC: Clarke County																																				X	X											
97.	T-TAC: NOVA Assistive Technology Coordinators																																				X	X											
98.	Effective Schoolwide Discipline Cohort 1 (T-TAC): Floyd T. Binns Middle																																				X	X											
99.	T-TAC: Culpeper																																				X	X											
100.	T-TAC: NOVA Assistive Technology Coordinators																																				X	X											
101.	T-TAC: Glasgow Middle School																																				X	X											
102.	T-TAC: Homes Middle School																																				X	X											
103.	T-TAC: Fairfax																																				X	X											
104.	T-TAC: NOVA Assistive Technology Coordinators																																				X	X											
105.	T-TAC: NOVA Assistive Technology Coordinators																																				X	X											
106.	ESD (T-TAC): Cedar Lee Middle																																				X	X											
107.	The Secondary Transition Activities Priority Project (T-TAC): Fauquier County Public Schools																																				X	X											
108.	T-TAC: NOVA Assistive Technology Coordinators																																				X	X											
109.	Instructional Support Team (T-TAC): Apple Pie Ridge Elementary																																				X	X											

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129.	T-TAC: Commonwealth Autism Services																																																
130.	T-TAC: NOVA Assistive Technology Coordinators																																																
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134.	RESEARCH PROJECT -- Co-Planning and Co-Teaching: Perspectives from Co-Teachers and Their Administrators																																																
135.	Feltonville School of Arts and Sciences, Philadelphia, PA																																																
136.	DC Public Schools: Coolridge High School																																																
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141.	FAST TRAIN ESOL Endorsement Outreach Initiatives																					X																											
142.	FAST TRAIN Elementary Program Endorsement Outreach Initiatives		X																																														
143.	KIHd - The VI Consortium																																																
144.	Virginia School for the Deaf and Blind																																																

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Education Programs Matrix		Grade Level		Support Personnel		Foreign Language PreK-12		Career and Technical Education		PreK-12 Endorsements		Secondary Grades 6-12		Special Education		Add-on Endorsements																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
Content Areas		Early/Primary Education PreK-3	Elementary Education PreK-6	Middle Education 6-8	Adult Education	Math Specialist for Elem./Middle Ed.	Reading Specialist	School Counselor PreK-12	School Psychology	School Social Worker	French	German	Spanish	Latin	Other Foreign Language	Agricultural Education	Business and Information Technology	Marketing Education	Technology Education	Family and Consumer Sciences	Visual Arts	Dance Arts	English as a Second Language	Health and Physical Education	Library Media	Music Education - Instrumental	Music Education - Vocal/Choral	Theatre Arts	Computer Science	English	History & Social Science	Mathematics	Science - Biology	Science - Chemistry	Science - Earth Science	Science - Physics	Early Childhood (Birth through Age 5)	Hearing Impairments PreK-12	Adapted Curriculum K-12	General Curriculum K-12	Speech-Language Disorders PreK-12	Visual Impairments PreK-12	Adult English as a Second Language	Driver Education	Gifted Education	Journalism	Keyboarding	Mathematics - Algebra I	Speech Communication																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
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Virginia State Board of Education - Standards for Biennial Approval of Education Programs
Accountability Measurement of Partnerships and Collaborations based on PreK-12 School Needs (8VAC20-542-40.7.b)
Part 3: Administration and Supervision Programs

Name of Institution: George Mason University
Contact Person: Jennifer McCreddie/Joan P. Isenberg
Phone No.: (703) 993-4816/2037 **Fax No.:** (703) 993-2013 **E-mail Address:** jmccread@gmu.edu/jisenber@
Reporting Date: August 2008

Number	Administrative and Supervision Programs - Partnership and Collaboration Name	Partnership and Collaboration Description - Please provide a brief description of the partnership and collaboration (about 50 words or less).	Description of School Leadership Needs - Briefly describe (about 50 words or less) how the partnership and collaboration meet the identified school leadership needs of the school community.	Partners and Collaborators - Please list the names of the entities that took part in the partnership and collaboration.	Written Agreement - Is there a written agreement with the partners and collaborators? Yes or No?
1.	Prince William Cohort	Each year we recruit and run a cohort in Prince William. Cohort members are teachers from the county who are interested in school leadership. These cohorts are often large and range between 25-30 students and follow the regular GW admission and selection process and meet at a school in PW.	Prince William County Public Schools are experiencing growth and increasing need for qualified administrators. The GMU/PW cohorts help identify and train potential school leaders and provide a steady stream of candidates for the county.	Prince William County Public Schools-Office of Professional Development-Natalie Bonshire	No
2.	Frederick Cohort	Every two years we start a cohort in Frederick County Public Schools. The cohort is made up of teachers from Frederick, Winchester and Winchester City who aspire to be administrators. These cohort range in size from 20-25 students and meet in a location in Frederick County and follow regular GMU selection and admission process. Frederick County teachers partake in the County's tuition reimbursement program.	Frederick County Public Schools as well as it's neighboring counties are in a more rural area with limited access to higher education institutions. Having a program that comes to them enables them to have a qualified pool of candidates for leadership positions that become available.	Frederick County Public Schools- Superintendent- Ms. Patricia Taylor and Janet Goodhand, Coordinator of Staff Development and Federal Programs	No
3.	Loudoun Leadership Fellows	This cohort is comprised of teachers of Loudoun County Public Schools who go through a rigorous screening process set up by GMU/Loudoun Steering Committee in addition to the regular GMU admissions process. This 16 member cohort meets in a school in a Loudoun County and the county pays for 100% of the tuition costs.	Loudoun is a growing county with an increasing need for administrators. This cohort enables Loudoun to select a small group of very qualified teachers and through the GMU program, train them for leadership positions in the county. The participants sign an agreement to stay in the County for a minimum of two years after the completion of their degrees.	Loudoun County Public Schools-Office of Professional Development-John O'Connor-Director	No
4.	Loudoun 5 Cohort	This cohort is comprised of teachers in Loudoun County Public Schools who aspire to be schools leaders. The 20 member cohort meets in GMU's Loudoun Campus and goes through the regular GMU selection and admission process. Loudoun County pays for 40% of the tuition.	Loudoun is a growing county with an increasing need for administrators. The various GMU cohorts provide a qualified pool of applicants for leadership positions. The participants sign an agreement to stay in the county for a minimum of two years after the completion of their degrees.	Loudoun County Public Schools-Office of Professional Development-John O'Connor-Director	No

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5.	Metropolitan Cohort	This cohort is made up of teachers from Washington, D.C., Arlington, Alexandria, and Fairfax Counties. This cohort is now at 16 and meets in Arlington and has undergone the regular GMU selection and admission process. The diversity of the participants and school districts provides a unique educational opportunity for the participants. Different tuition reimbursement is in place for participants based on each county's plan.	Washington, D.C requires all administrators to have a masters degree in Education Leadership. This cohort enables many sitting administrators to meet this new requirement. It also provides a desirable location for aspirants from a range of school districts to meet. All school districts help with the advertising and recruitment efforts.	Various Principals in DC-In Arlington, Meg Tuccillo (Assistant Superintendent) -In Alexandria, Milissa Deak (Director of Staff Development) and in Fairfax, Rita Cloutier	No
6.	Southwest 4	This cohort is comprised of teachers from Orange, Greene, Culpeper, Fauquier and other surrounding counties. This 23 member cohort meets in Culpeper and goes through the regular GMU selection and admission process. The diversity of school districts provides a unique educational opportunity for the participants. Different tuition reimbursement is in place based on each district's plan.	These counties are in rural areas with limited access to higher education institutions. This cohort enables the school districts to provide their teachers access to a quality program and the school districts with qualified candidates for leadership positions.	Greene County- David Jeck, Superintendent Orange County- Linda Carlton, Director of Professional Development- Culpeper County- David Cox, Superintendent	No
7.	Fairfax Cohort 9	This cohort is schedule to start next year and will model previous GMU/Fairfax Cohorts. The members will all be teachers from FCPS who go through a rigorous screening process by the Selection Committee made up of FCPS and GMU representatives in addition to the GMU admissions process. This 28 member cohort will meet in Fairfax and participate in the FCPS tuition reimbursement program.	FCPS is a large school district with many administrators who are close to retirement age. This cohort provides quality candidates for leadership positions.	Fairfax County Public Schools - Office of Professional Learning and Training; Rita Cloutier, Elma Hinson and Andy Cole	No
8.	Regional North 7	This cohort is comprised of teachers from FCPS, Alexandria City Schools, Arlington Public Schools and PW County Public Schools. This 27 member cohort meets in a school in FCPS and has undergone the regular GMU admissions process. Different tuition reimbursement is in place based on each school district's plan. The diversity of school districts provides a unique educational opportunity.	All of these school districts have a need for qualified school leaders and this cohort provides quality candidates for leadership positions in these districts.	FCPS-Rita Cloutier; Arlington- Meg Tucillo; ACPS-Melissa Deak; PW-Natalie Bonshire	No

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9.	AFA 2	This cohort is scheduled to start next year and is made up of Alexandria and Arlington teachers who will undergo a rigorous screening process by the AFA Steering Committee made up of representatives from GMU and the two school districts in addition to the GMU admissions process. The cohort will have between 20-25 members. They will meet in Arlington and receive tuition benefits.	Arlington and Alexandria are both highly diverse school districts with special needs. This cohort enables them to actively participate in development of the next generation quality candidates to lead their schools.	Arlington-Meg Tucillo; Alexandria-Melissa Deak	No